DOCUMENT RESUME

ED 167 806 CE 020 278

AUTHOR Hoyt, Kenneth B.
TITLE Exploring Division Boy Scouts of America, Girl Scouts of the U.S.A., and Career Education. Monographs on Career Education.
INSTITUTION Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Jun 78
NOTE 29p.; For related documents see ED 130 034, ED 131 281, ED 132 367, ED 132 428, ED 134 821, ED 134 905, ED 146 361, ED 162 158-160, CE 018 896-898, CE 020 110-111, and CE 020 278-283
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Awareness; *Career Education; *Career Exploration; *Community Involvement; National Organizations; *School Community Cooperation; Surveys; Vocational Interests; *Youth Clubs; Youth Programs
IDENTIFIERS *Exploring Division of the Boy Scouts of America; *Girl Scouts of the USA

ABSTRACT

This document is one in a series of monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in a series of mini-conferences held to discuss the concept of collaboration in career education. In this monograph, the career education activities of the Girl Scouts of the United States of America (GSUSA) and the Exploring Division of the Boy Scouts of America are discussed. First, the generic contributions of both organizations are discussed. Next, the specific contributions made by each organization are described. The specific efforts made by the GSUSA include a career awareness/career exploration program, "From Dreams to Reality," and career education-related activities of selected girl scout councils. The specific efforts made by the Exploring Program include a "Student Career Interest Survey," Explorer Post operations, and the Career Exploring Seminar Program. Suggestions for further collaborative efforts of these two organizations in career education are presented, based upon ideas expressed by participants in the mini-conferences. Appended are lists of mini-conference participants and of related issues and questions generated in the mini-conference. (The proceedings of each mini-conference are reported in detail in ERIC documents CE 020 110-111). (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167806

MONOGRAPHS ON CAREER EDUCATION

EXPLORING DIVISION BOY SCOUTS OF AMERICA, GIRL SCOUTS OF THE U.S.A., AND CAREER EDUCATION

by
Kenneth B. Hoyt, *Director*
Office of Career Education
Office of Education

June 1978

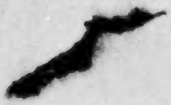
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*
Mary F. Berry, *Assistant Secretary for Education*

Office of Education
Ernest L. Boyer, *Commissioner*

CE 010 218



U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1978

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402
Stock Number

Preface

During the period covering November 1977, through May 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the

series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, so long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me, and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
Office of Career Education
U.S. Office of Education

Introduction

The Exploring Division is an official part of The Boy Scouts of America. Girl Scouts of the U.S.A. (GSUSA) is a completely separate organization with no formal connections to Scouting USA. These two organizations are discussed, as resources for career education, in a single monograph for two reasons: (a) representatives from both organizations came together in the same "miniconference" thus making it difficult to credit either one specifically for some of the valuable ideas generated; and (b) both organizations have, in a generic sense, the same kinds of positive potential for serving as resources in implementing career education. It is essential at the outset that the separateness of these two organizations be emphasized. Educators wishing to use these organizations in a community career education effort must make two contacts, not just one, in their local area.

There was a time when anything with the word "scouting" associated with it was generally regarded by educators and the general public as "fun and games"—i.e., as an effort whose prime reason for existence lies in providing recreational opportunities for youth. At the same time, the Education system was commonly perceived as having little interest in or concern for helping youth learn how to make productive use of leisure time over and beyond a few in-school programs. Both of these conditions have changed. Today, the Education system is experiencing increasing interaction with the broader community in expanding opportunities for youth far beyond those offered in school building. Similarly, the two organizations forming the topic for this monograph have expanded their goals and activities so as to include serious educational, as well as recreational, purposes. Those who still think programs associated with "scouting" have no serious potential for making positive contributions to education of today's youth are living in the "dark ages."

Part of the many ways in which the Education system is interacting more vigorously with the broader community so as to expand learning opportunities for youth is represented by career education. *Part* of the emphasis provided by the two organizations described in this monograph relates to the goals and content of career education. Relationships between these parts form the central focus of this monograph. We begin with a generic discussion of ways in which both of these organizations can make positive contributions to a total career education effort. This is followed by

sections describing examples of ways in which both organizations are now operating at the National and at the community level. The monograph concludes with a series of suggestions made by conference participants regarding ways in which the two organizations may serve as even more effective resources for career education.

Generic Contributions of Exploring Program and (GSUSA) to Career Education

There are three basic generic reasons why educators interested in implementing career education should be anxious to establish and utilize good working relationships with both the Exploring Program and with Girl Scouts of the U.S.A.

First, both of these organizations have demonstrated effectiveness in areas such as career awareness, career exploration, career decisionmaking, development of work values as part of one's system of personal values, and reduction of sex stereotyping as an obstacle to full freedom of career choice. Each of these areas is, of course, a basic part of the career education concept. Further, opportunities provided youth in these areas by these organizations are clearly over and beyond those that can be provided by the Education system acting alone. If our concerns are based on the total amount of help that can be made available to youth (rather than on how much credit educators get for helping), it seems obvious that we should be active supporters of both programs. The goals of career education will be better achieved if both the Exploring Program and Girl Scouts of the U.S.A. are strengthened.

Second, both of these organizations have special expertise in finding, organizing, motivating, managing, and utilizing community volunteers. Both are well aware of current problems associated with encouraging employed women and men to serve as volunteers as well as how to best utilize fulltime homemakers, workers and professional people in volunteer roles. Career education advocates have, from the beginning, stressed the importance of securing volunteer assistance from community members, but we haven't been very knowledgeable about how this can best be accomplished. There is much to learn from professionals in these two organizations that will help any educational system's career education efforts be more successful. We need and should take advantage of this expertise.

Third, both of these organizations are expert in devising and carrying out program activities that have high appeal to youth. Unlike the school system, no youth is "required" to attend any meeting or participate in any activity suggested by their professional or volunteer leaders. If the suggested activities are perceived by youth to represent only things that another set of adults believe would be "good" for them, they will tend to drop out. The "life blood" of these two organizations is dependent on attracting and holding youth who participate voluntarily and eagerly in the activities provided. These organizations have devoted a great deal of time and energy to acquiring the kinds of expertise required for this to happen. Educators have a great deal to learn from them.

These three generic contributions can, perhaps, be most easily illustrated by considering the changing conditions with reference to finding and using volunteers. Discussion of seminar participants related specifically to career education may be helpful illustrations here. First, they emphasized that, today, there is a great increase in the number and variety of community organizations seeking volunteers. Some way must be found to convince the potential volunteer to seek one kind of activity as opposed to another. Second, participants stressed both the problem and the potential of using the many career skills of the homemaker (budgetmaker, mechanic, etc.) for career related activities. Third, they discussed extensively problems associated with encouraging employed women to serve as volunteers. Apparently, many newly employed women feel the role of "volunteer" is something to be carried out only during daytime hours and only by women who are fulltime homemakers. The needs of career education—especially with reference to reduction of sex stereotyping cannot be met if these attitudes persist. Fourth, participants emphasized the necessity for using the "what's in it for me?" approach to securing the services of community members as volunteers. Unless some set of rewards come to the volunteer, they often cease their efforts. Finally, participants stressed the importance of showing volunteers how to do what they are being asked to do and of providing them with materials useful in doing so. Each of these problems is one faced by educators interested in using community members as volunteers.

For all of these reasons, educators interested in implementing career education should, it seems, seek to interact with and support those persons active both in the Exploring Program and in Girl Scouts of the U.S.A.

GIRL SCOUTS OF THE U.S.A. (GSUSA)

The Girl Scouts of the USA, with its National Headquarters in New York City, operates through 347 Girl Scouts Councils scattered across the Nation. Each of these Councils, in turn, is involved in establishing and providing assistance to communities wishing to establish Girl Scout troops at the local level. Girl Scouts cover first through twelfth grades, between the ages of six and seventeen. Three national magazines are published by GSUSA available to the general public as well as to members. The magazine for younger GSUSA members is called DAISY. The magazine AMERICAN GIRL is published for basically teenage girls. Both often run articles on careers. The third magazine, GIRL SCOUT LEADER serves both the volunteer and professional adults who work in Girl Scouting. The goal of GSUSA is to reach all girls.

Girl Scouts of the USA is the national organization. In a given jurisdiction, the local Girl Scout Council works with Girl Scout troops and Girl Scout troop leaders.

National GSUSA headquarters and field operations are financed, in part, through membership fees of $2.00 per year. However, local Girl Scout Council income comes from the following sources: sustaining membership, support from such organizations as the United Way, other community groups such as local Chapters of the American Legion Auxiliary, and by corporate/business sponsors and product sales. Most Girl Scout troop activities take place in weekly after-school meetings conducted by volunteers who receive their training and basic instructional materials from Girl Scout professionals employed by the local Girl Scout Council serving the area. Volunteer Girl Scout leaders have a great deal of freedom in devising and carrying out program activities that will be interesting and useful with girls.

The extent to which a "careers" emphasis is seen in any given Girl Scout troop is related to the background and interests of the volunteer leaders coupled with the expressed needs and interests of the members. The National Organization identified career education and womens' roles as two of its program priorities. In recent years, due partly to the urging of professional GSUSA leadership responding to expressed interests of GSUSA members, the "careers" emphasis in GSUSA nas expanded. In this document, both the general nature of the National GSUSA thrust and several more specific career-education-like activities conducted under the

leadership of professionals in several GSUSA Councils represented at this miniconference will be described. The diversity of these efforts, as well as their obvious high quality, stand as clear examples of the potential that GSUSA holds for involvement in career education's implementation.

The National GSUSA Effort–FROM DREAMS TO REALITY

Since 1976, professional staff persons from GSUSA National Headquarters, have been developing and, with the assistance of various local Girl Scout Councils, field-testing a new career awareness/career exploration program called FROM DREAMS TO REALITY.

The FROM DREAMS TO REALITY materials were originally developed for use basically with 12- to 17-year-old girls with a heavy emphasis on reducing sex stereotyping in career choices.

There are four parts in the FROM DREAMS TO REALITY set of materials:

1 **FROM DREAMS TO REALITY: ADVENTURES IN CAREERS**

An activity book for girls ages 12 to 17. The book is divided into four sections, each with a special purpose:

Insights: Getting to Know You. Activities to help girls identify their interests and abilities.

Close-Ups: An Expanding World of Careers. Activities to introduce adolescents to a variety of careers.

Tryouts: Places to Visit, People to See, and Things to Do. Activities to encourage girls to explore careers in the community.

Pilots: Firsthand Experiences in the World of Work. Four in-depth career exploration activities for adolescents to choose and carry out on their own or in a group.

2 **FROM DREAMS TO REALITY: CAREER CARDS**

A deck of 95 career cards (80 printed and 15 blank) for girls ages 12 to 17. These cards are an integral part of many of the

activities in Adventures in Careers. On the front of each printed card is an interview with a career woman and an accompanying photograph. The back of the card includes more specific information about the career-job description, special qualities needed for the job, education and training requirements, salary range, places of employment, and sources for additional information.

The printed cards are color-coded to identify them with the worlds of interest in Girl Scouting, introduced in *WORLDS TO EXPLORE*, the handbook for Brownies and Juniors: World of Well-Being, World of People, World of Today and Tomorrow, World of the Arts and World of the Out-of-Doors. The 15 blank cards are for girls to use to add to the deck.

3 **FROM DREAMS TO REALITY: LEADER'S GUIDE**

A question-and-answer book to aid adults working with girls.

4 **FROM DREAMS TO REALITY: A COUNCIL GUIDE**

Suggestions for councils on ways to help or enhance FROM DREAMS TO REALITY activities going on within their jurisdiction.

Each of these activities has been designed to fit into the informal kind of learning environment that typifies GSUSA troop meetings. An example of one such activity is presented below:

JUGGLING JOBS

Imagine you are in your mid-twenties. You are married and have a two-year-old child. After two years at home, you're ready to return to full-time work. You find a job with hours from 9:00-5:00, five days a week, paying $11,000 a year. Now you will need to combine your roles as homemaker and parent with your full-time paying job.

In small groups, determine the daily household chores and activities that must be done by you and your husband on a typical working day. Your list should include at least the following items:

- Each must shower and dress.
- The dog must be walked three times a day.

- Breakfast must be prepared, served, and the kitchen cleaned.
- The baby must be fed breakfast.
- The baby must be dressed and brought to the babysitter.
- Each must travel to and from work.
- The baby must be picked up at the babysitter's.
- Dinner must be prepared, served, and the kitchen cleaned.
- The baby must be fed dinner.
- The baby must be bathed and put to sleep.
- The car must be filled up with gas.
- The home must be straightened up.
- The garbage must be taken out.

Decide who will do each chore, and how long each chore will take. (Don't forget to allow time for sleeping and time on the job.) Record the information on the following charts.

Tally the hours on each person's chart and record the totals. In a 24-hour workday, how much time remains for this working couple? Does one person have more time than the other? Or is the work evenly divided? How much time is there for the child (playing and teaching new skills)? How much time is there to do things as a couple? How much time is there to do things alone?

WIFE	
ACTIVITY	TIME
Work	8 hours
Sleep	8 hours

HUSBAND	
ACTIVITY	TIME
Work	8 hours
Sleep	8 hours

Some of the activities relate to problems women face in career-decisionmaking. That is, they go beyond teaching decision-making skills per se and extend to a discussion of difficulties women face in applying such skills. Some of the materials effectively link troop activities with the community so that Girl Scouts can obtain "first-hand" experiences in the world of work. Four options are suggested for girls. A Trips and Speakers project to explore career options in one of the worlds of interest; a Career Internship where girls shadow someone and try out actual job situations; a Be Your Own Employer project where girls start their own business; and a Get a Job Alternative where girls share paid employment experiences with their group.

The basic idea behind the development and use of these materials is that the process of career awareness/exploration should begin with the individual, not with one or more careers. A discussion of "careers" comes after the girl has had multiple opportunities for self-assessment. The major goal is to help each girl choose the kind of lifestyle–including but not limited to employment–that would be most meaningful and satisfying to her.

GSUSA makes these materials available to local Girl Scout Councils at cost in hopes that each girl will be able to have an activity book and a deck of career cards for herself. The cost per individual is under $5.00.

Recently, Girl Scouts piloted a set of career education materials for use with younger girls. This pilot included activity cards related to self awareness, career awareness, and sex stereotyping along with 50 picture stories–10 for each of the 5 "worlds"–showing women at work.

Both the newness and the comprehensiveness of these National program materials have created some difficulties when made available to volunteer leaders of Girl Scout troops. In spite of the training materials prepared for leaders, much remains to be done before these materials realize their full potential in Girl Scout troops across the Nation. However, the fact that GSUSA National Headquarters has undertaken this project and related it directly to career education stands as clear evidence of the interest of the Girl Scouts in career education. Career education personnel in school systems desirous of using the Girl Scouts as a resource for expanding the delivery of effective career education to youth could help achieve this objective if they were to encourage their local Girl

Scout troops to use these materials. It might also be of help were such educators to offer to help show volunteer Girl Scout leaders something about use of the materials.

Career Educated Related Activities Of Selected Girl Scout Councils

The potential of the Girl Scouts for contributing positively to a community-wide career education effort is, in no way, restricted to leadership and materials coming from its National Headquarters. Each of the 347 Girl Scout Councils is staffed with a group of professional persons, many of whom have developed their own unique approaches to career education. The examples to be presented here came from these miniconference participants. Many other outstanding examples, undoubtedly, exist in various Girl Scout Councils not represented in this miniconference.

Girl Scouts of the Mil waukee Area, have devised a program entitled "Anything You Want To Be" that is clearly a career awareness effort. Concentrating on Junior Girl Scouts–primarily 4th, 5th, and 6th graders–this program tries to meet the need for providing meaningful field trips to these girls. In order to assist Girl Scout volunteer leaders in carrying out these field trips, a series of questions involved in career decisionmaking were devised and suggested for use as part of the field trip. A strong emphasis was placed on the individual in trying to help participating Girl Scouts actually make tentative career decisions–i.e., it was clearly recognized that they are too young to do so in a meaningful and appropriate manner. Instead, the use of career decisionmaking questions was designed for use in helping these youth become more aware and knowledgeable regarding various kinds of work in their community and the kinds of lifestyles held by such workers. Materials for this program have been shared with other Girl Scout Councils across the Nation.

The Girl Scout Council of the Nation's Capital, in surveying its member youth, discovered "energy" to be a topic of concern to many. As part of this perceived need to help Girl Scouts in this area learn more about energy, an ambitious effort to acquaint them with energy-related careers was initiated. Of the total program, approximately one-third is devoted to the general topic of "energy related careers." This portion of the program has involved a total of 217 community agencies–including such agencies as the AFL/CIO, the 4H Clubs, Kiwanis, Junior Achievement, etc.–as participants in efforts to help Girl Scouts learn more about energy related careers.

The local power company (Potomac Electrical Power Company) helped train volunteer Girl Scout leaders to participate in this program. A total of over 4,000 person hours of community volunteer time was expended in this program, of which only 400 person hours were represented by efforts of Girl Scout volunteer leaders alone. This is an outstanding example of a community collaborative effort in career education that saw the Girl Scouts take a leadership role in drawing a variety of kinds of community resources together in a common effort.

The Girl Scout Council of Bergen County, New Jersey has implemented the "Green Circle Program" for Girl Scouts in their area. This is basically a human relations program designed to make people sensitive to and appreciative of others who are different from themselves. As such, it contributes to reducing social bias and prejudice that tend to contribute both to stereotyping problems and to preventing good interpersonal relationships. It has obvious implications for career education. The interest of this Girl Scout Council in career education is further illustrated by the fact that they have run Career Nights for senior high school age girls—both those in Girl Scouts and those who are not.

Girl Scouts of Greater Philadelphia have undertaken an innovative and exciting career education effort which they have named CREATING OUR FUTURES: CHALLENGE AND CHANGE. The basic rationale for this program grew out of recognition that today's youth will probably change occupations several times during their adult lives. The total program includes: (a) an externship program; (b) career conferences; (c) values clarification activities; and (d) a special Summer program aimed at helping girls seeking to enter the labor market directly from high school. The most unique feature of this effort is their "externship" program that seeks to put senior high school girls together with an adult employed woman for a 1-3 day career exploratory experience who serve as role models for such girls. Some schools let girls leave classes for this experience while, in other schools, participating girls have to do so during their vacation period. This Girl Scout Council is attempting to make the subject of "careers" be as exciting as the subject of "camping" for Girl Scouts. With this emphasis, they have found a substantial increase in employed women offering to serve as volunteer Girl Scout leaders. While concerned with nontraditional jobs open to women, this is not the major focus of this program.

The Texas Girl Scout Council, located in Dallas, Texas, has participated actively in career seminars conducted jointly with the YWCA and in conducting one day career simulation conferences for high school girls concentrating on lifestyle decisions each will have to make between ages 15-25. In addition, as part of Girl Scout WIDER OPPORTUNITIES, they have put on a two week career exploration program open to Girl Scouts from all over the Nation on "Career Exploration In Fashion Design." (NOTE: While the "Wider Opportunities" program of the Girl Scouts is, in no way, limited to a "careers" emphasis, it is a natural vehicle for inserting such an emphasis into the program activities of any Girl Scout Council.)

A particularly interesting example of a career education-like emphasis undertaken by a Girl Scout Council can be seen in operations of the Appleseed Ridge Girl Scout Council in Lima, Ohio. There, as in many other Girl Scout Councils, MDTA trainees are provided Summer jobs aimed at helping the Girl Scout camps run smoothly. They discovered a very basic and real need among the MDTA trainees assigned them for vocational readiness training including the need for good work habits and development of positive attitudes toward work. Providing means of meeting these needs of MDTA trainees was considered an important activity of professional Girl Scout personnel. Helping MDTA trainees develop career potential is not an activity limited to Lima, Ohio. Seminar participants from Washington, D.C., Philadelphia, and Dallas also reported on efforts to assist MDTA trainees assigned to them in these ways. Such efforts, according to seminar participants, not only provided career assistance to the MDTA trainees but, in addition, made such trainees more effective in their work with Girl Scouts during the months of Summer camp.

Even these few examples would serve to illustrate the point that Girl Scout Councils, at least in some parts of the Nation, are already interested and involved in the design and delivery of career education implementation activities as an integral part of the total Girl Scout effort.

Increasing Education System/Girl Scout Collaborative Efforts In Career Education

Girl Scouts of the USA are dedicated to serving girls and young women whether or not such persons are active Girl Scouts. Several seminar participants expressed thoughts regarding how this goal

might better be met through closer interactions with educators involved in career education. In general, they saw three major ways in which the Girl Scouts could help a school system's career education effort including: (a) providing materials and expertise useful in reducing sex stereotyping; (b) providing community volunteers to help with the school system's career education efforts; and (c) using Girl Scout meetings to help youth develop a personally meaningful system of values–including work values–which, if successful, will make Girl Scouts more susceptible to and ready for career education efforts of school systems. Several specific suggestions were made by participants as examples of ways in which these contributions might be put into practice.

The "Green Circle" program, Girl Scout Council of Bergen County, described earlier is already moving in this direction. Girl Scout professionals there have already trained educators from 14 school systems in how to use the human relations materials from this program. These materials are made available, along with the necessary training assistance, as a service to educators from this Council.

The "Anything You Want To Be" program in Milwaukee has not yet been shared with the school system. However, it was suggested that the use of 4th and 5th grade pupils who have been through this program in helping 2nd and 3rd grade teachers in their career awareness activities would certainly be an easy and natural way of working collaboratively with the school system.

Sometimes efforts of local Girl Scout Councils to offer materials and assistance to educational systems has been met with less than enthusiastic acceptance by educators. An example can be seen in Philadelphia, Pennsylvania where a very concerted effort was made, involving mailing of several thousand invitations, to educators inviting them to participate in a one day Saturday training session concerned with the general topic of improving the status and opportunities for women in society. In spite of these massive mailings and this direct offer to be of assistance, it was reported that only three educators showed up at the Saturday training session to take advantage of this opportunity. To say this was discouraging is to make a gross understatement.

The DREAMS TO REALITY materials described earlier are, in no way, limited or restricted to use in local Girl Scout Councils. Local Girl Scout Councils are encouraged to share these materials

with educators in their communities. Further, they are urged to offer to actually come into classrooms and use these materials with pupils as part of the school system's career education effort. It would obviously be counterproductive to the goals of collaboration were an individual school system to attempt to obtain these materials directly from Girl Scout National Headquarters, ignoring their local Girl Scout Council. It would be easy for any school system to approach their local Girl Scout Council and request their assistance in making these materials available for use within the school system.

EXPLORING DIVISION, BOY SCOUTS OF AMERICA

One of the precursors to the concept of career exploration in career education is represented by the Exploring Division, Boy Scouts of America. This program, initiated as a specialty program within the operations of the Boy Scouts of America, currently enrolls approximately 380,000 high school age youth–including about 100,000 girls. It is a very major career education effort indeed.

To understand and appreciate the complete operations of the Exploring Program it is first essential to understand that its members are not "scouts" in the sense of being members of the Boy Scouts of America. Instead of being referred to as "Scouts," members of this program are referred to as "Explorers." Further, while most Exploring Posts place a heavy emphasis on career exploration, it is the concept of "exploring"–not simply "career exploring"–that forms the basis for the Exploring Program. That is, whether it is careers or something else that is being "explored" is not the prime criterion for establishing an Explorer Post. Rather, the basic underlying assumption is that the process of exploring the unknown is an exciting and positive way of helping the individual discover both himself/herself and the world in which we live. The six areas of "exploring" found in any Explorer Post include: (a) Vocational; (b) Personal fitness; (c) Citizenship; (d) Social; (e) Service; and (f) Outdoor. An Explorer Post whose primary purpose is career exploration is expected to cover each of these six areas at some time. Conversely, a "general interest" Explorer Post–or an "Outdoor" Exploring Post–is expected to give some attention to the topic of career education.

There are two primary vehicles for use in career exploration within this program. One is the regular Explorer Post sponsored by

an out-of-school organization and meeting in after-school hours. The second is the Career Seminar Exploring program carried out in school settings. Both of these major kinds of activities is dependent on administration of the "Student Career Interest Survey" and use of results from that survey. For educators to understand the career education potential of this program, it is, thus, essential that we begin with some remarks regarding this interest survey and then proceed to a discussion of the two major kinds of program efforts.

The Exploring Program's "Student Career Interest Survey"

When begun in 1959, the biggest operational problem facing Scouting professionals with respect to the Exploring Program was "what *are* the career interests of youth that should be included in our career exploration efforts?" There was no easy way good answers to that question could be generated for each local community. As a result, the Exploring Program professionals at the National level decided to encourage construction and use of the "career interest survey" instrument at the local level.

While the general format for the "Student Career Interest Survey" was devised at the National level, local Exploring Program professionals were encouraged to make adaptations of this instrument that reflected, to the greatest possible degree, the occupational mix found in their community. The general idea of each is the same in that, in addition to identifying the student's name, sex, address, Grade level, and school attended, its primary purpose is to record the first, second, and third choice of career interests of the students. In addition, the student is asked to indicate one leisure time interest. To indicate his/her career interest, the student simply inserts the numbers listed for the variety of occupations on this simple one page form. It is this listing of occupations, then, not the general format, that varies from community to community. For example, Gloucester, Massachusetts might well include a category of occupations associated with the fishing industry whereas Garden City, Kansas may ignore that area but choose instead to have a category of occupations related to agriculture. Many of the occupational areas, of course, are similar and can be found on most of the forms used anywhere in the Nation–e.g., "business," "communication," "science and engineering," "service trades," "medicine," "law and government," etc.

While specific procedures for administering and reporting results from locality to locality, the general procedure can be described as

follows: (1) Professional persons from the Exploring Program identify and make contact with a "school contact person" in each high school; (2) Using arrangements established by the "school contact person," professional personnel and/or community volunteers come into the school and administer the instrument to those students who express a desire to complete it; (3) Exploring Program officials are responsible for analyzing the data and producing three printouts—one by occupation by school, a second consolidated over schools by occupation, and a third consisting of 1st, 2nd, and 3rd choices for each student. The participating school typically receives copies of both the 1st and the 3rd of these printouts. *If this procedure is followed and the school does not make these expressed student choices a formal part of his/her cumulative record, there is no violation of the Buckley Amendment involved.* A special ruling for HEW has been obtained verifying this. Those high schools currently refusing to participate in administering the "Student Career Interest Survey" because of "Buckley Amendment" fears need not worry about this.

Professionals from the Exploring Program use these data as indicators of possible interest in and need for establishing various kinds of Explorer Posts. By so doing, they are assured that there will be a sufficient number of students in their area to keep such an Explorer Post active and viable.

The Explorer Post Operation

All Explorer Posts are chartered by some adult organization. That organization may be, for example, a local hospital or a local plant of some industrial organization. On the other hand, it may be a local American Legion Post, a local Rotary Club, a local church, or even a local school district. Professional persons from the Exploring Program devote a great deal of the energies to interesting such organizations in chartering one or more Explorer Posts. The chartering organization receives help and suggestions from the professional Exploring person, but the actual operations of the Exploring Post are under the direct control of the sponsoring organization. The sponsoring organization is responsible for providing facilities and volunteer personnel required to operate the Post. They do not, however, pay any kind of fee to the Exploring Program for the privilege of being a "sponsoring organization." Often, contacts are made with prospective sponsoring organizations by BSA volunteers in other BSA programs. That is, this is not strictly something done only by professional persons employed in the Exploring Program.

As an example, let us consider a community where, on the Career Interest Survey, a large number of students indicated an interest in medicine. Given such results, the Executive Director of a local hospital may be approached by BSA staff and become convinced of the need to organize an Explorer Post in that hospital. He, in turn, assumes responsibility for convincing his top staff of the value of the program and they, in turn, will recruit volunteers from their staffs to participate. BSA staff will provide appropriate training from their staffs to participate. BSA staff will provide appropriate training in Exploring to such volunteers and help them organize the first few meetings. After the Post is established, the students who are members elect officers who then work with the hospital's volunteer Advisor in planning future programs. Youth input is considered essential to their continuing interest and participation.

Students are charged a $3.50 fee in order to become an Explorer. For that fee, the student can, if he/she chooses, belong to more than one Explorer Post at the same time. This fee also includes a subscription to the bimonthly *Exploring* magazine. Each Explorer Post typically holds meetings lasting 2-3 hours twice a month for the 9 month period in which the Post is in operation. In addition to attending these meetings, the sponsoring organization arranges for the student to engage, typically, in one field career exploration activity per month during which time the Explorer meets with and observes a person in a specific occupation. The bi-weekly meetings typically find 60-70 Explorers meeting together either for purposes of reporting on their career exploration and/or unpaid work experience activities or for purposes of hearing an expert in a particular occupation talk with them. The unpaid work experience portion of the Exploring Program is typically carried out in small groups (10 students or fewer) under supervision of a volunteer from the sponsoring organization. Since most of the meetings are held at night, facilities of the sponsoring organization can typically be made available for use under conditions that do not interrupt or slow down the normal business operations of that organization. This is important to many business organizations who, while interested in helping youth in career exploration, simply cannot afford to use either their time nor their employees for this purpose during the regular working day.

Because the typical Explorer Program operates at night, it is necessary for Explorers to find their own way to and from the site. This has resulted in the composition of members of an Exploring Post typically being more "middle-classy" than the ideal calls for.

In a typical Explorer Post operation, roughly 50 percent of those youth who indicated an interest in the career area around which a new Explorer Post is organized will show up for the first meeting. Attrition during the 9 month period is fairly high in that many youth, of course, discover that they really aren't interested in the career area they thought they were. From year to year, about 20 percent of Explorers will sign up again for further exploration in the same area. No attempt is made to commit Explorers to occupational choices in the areas in which they are exploring. The entire emphasis is simply on helping youth in the career exploration process.

Evaluation of effectiveness of operations for each Explorer Post is conducted by community volunteers in the Exploring Program. A series of 10 measures developed by the National Headquarters office is used with final interpretations and recommendations being made by a professional person in the Exploring Program. In actual operation, it is easy to identify those Explorer Posts where troubles exist by simply noting their relatively high attrition rates.

This is the largest and most popular program of the Exploring Division, BSA. It has attracted many of America's top business/industrial leaders as supporters. These persons, in addition to providing encouragement to their employees and others in the community, are often personally visible to Explorers themselves at State and National meetings. As a very low cost program, this is one that has certainly paid huge dividends over the years in terms of the help it has provided thousands of youth to engage in the career exploration process with the help of persons actually employed in the careers they are considering and meeting at the actual work site. Some school districts award elective academic credit to their students who participate in the Exploring Program. Others are encouraged to do so.

The Career Exploring Seminar Program

Since 1971, there has been an experimental *in-school* Exploring Program in addition to the traditional *out-of-school* Explorer Post operation described above. This effort originated through the Exploring Program in Rochester, Minnesota who received a grant from the DeWitt Wallace Foundation (Readers Digest) to initiate and try out, for a three year period, the Career Exploring Seminar Program. Since that time, approximately 15 Explorer Councils have

undertaken this program, with multiple variations, in several hundred junior and senior high schools.

The original perceived need for this new program lies in the fact that, in Rural America, career exploration opportunities for youth are limited by the existence of many small school districts, by relatively few business/industry sites available for use, and by the need to use available personnel and physical facilities that exist in a way that could effectively cover a rather large geographic area—an area so large, in fact, that it would be impractical to think of students driving the distances involved under the traditional Explorer Post arrangement. The basic idea behind this new approach was one of identifying 20-25 special interest Explorer Posts covering a number of communities in a wide geographic radius, each of which had potential for contributing to career exploration in a different career area. At each Post, one or more resource persons is identified who is willing to come, on a regular basis, to one or more high schools in the area and engage in a career exploration set of discussions with students during the school day as part of a regular course (typically English or social studies) taught in the school. Such resource persons are trained in approaches to take in career exploration discussions with students and given materials that will help them do a better job. The basic purpose is career exploration—not economic education. It operates as a supplement to the regular Explorer Posts from which the resource persons are drawn—not as a substitute for such Posts.

Variations on this new program, as reported by seminar participants, were numerous. As originally begun in Rochester, each participating school district was asked to pay a fee ranging from $500 to $1,500 (in lieu of the usual $3.50 fee charged each Explorer). For this, they were guaranteed 20 career exploration seminars covering 20 different career areas and conducted by trained volunteers from the business/industry community. The 20 seminars were spread out over the school year with the time period varied so that they did not always take time away from the same class.

In Portland, Oregon, this Seminar program is conducted by the Explorer Posts, in cooperation with the Junior League of Portland during special periods of the school day under arrangements whereby students desiring to attend can choose, during the school year, any 4 of the 20 available seminars and, if given permission by the teacher, attend one of these seminars rather than the class being

held during that period to which the student is assigned. In New York City, the program operates by finding one teacher—e.g., a junior high social studies teacher—who volunteers to use one period per week for a period of 20 weeks in order for this activity to be conducted. Thus, all students in that social studies teacher's class are exposed to all 20 career exploration sessions.

Several differences can be seen in this program's operation in New York City as opposed to other locations. First, all participants are officially designated as "Explorers." Second, all participating students are exposed to all 20 career areas. Third, funding for this seminar program is provided under provisions of the Emergency School Aid Act using Federal funds. Fourth, resource speakers are asked to make a yearly commitment to cover anywhere from 3 to 10 schools per year with all resource persons trained by professionals from the Exploring program.

In launching this new effort, the Exploring Program was seeking, in part, to overcome practical difficulties faced by some youth who found it impossible to attend night meetings. In part, they were seeking ways of bringing the career exploration expertise of this program to more youth—whether or not such youth became official "Explorers" and paid the traditional $3.50 fee involved. In part, of course, they have hoped that the introduction of this in-school program may stimulate more youth to also participate in the regular Explorer Program conducted on an after-school basis. Preliminary indications seem to indicate that each of these goals is being reached through this new effort.

Exploring Program/Educator Collaborative Efforts In Career Education

Professional persons from the Exploring Program serving as participants in this seminar saw three generic ways in which the Exploring Program could join forces with educators in a collaborative career education effort including: (a) opening up contacts for educators with the business/industry community; (b) serving as a practical vehicle for career exploration and work experience; and (c) providing educators with consultative assistance with reference to obtaining and managing community volunteers. Their thoughts on these three general areas are reported here for consideration by educators.

In a very real sense, Scouting has been involved in "career exploration" since 1911 when the merit badge program was introduced. The Exploring Program is simply a more sophisticated and a more targeted career exploration effort than some of those seen earlier in the Scouting movement. Through the Exploring Program, systematic contacts have been made with the business/industry community. Much more important, Exploring has served effectively as a *vehicle* for interesting and involving persons from the business/industry community in participating in the career awareness/exploration/decisionmaking process. It is safe to say that Exploring has created, within many influential members of the business/industry community, a *readiness* to participate with educators in a collaborative career education effort. Those educators who seek to join forces with the Exploring Program will obviously have more and better contacts for career education with the business/industry community than will those who ignore or refuse to work positively with the Exploring program.

A second very major and significant contribution the Exploring Program can make to the career education efforts begun in school systems is to serve as an immediately available, *practical* answer to problems educators face when they attempt to provide career exploration/work experience opportunities for all students in the "real world" of the existing occupational society. There exists, at present, no practical, low cost way in which all junior/senior high school students can gain such experiences during the school day when the business/industry community is engaged in full-time production. The practical advantages of using the Exploring program approach were seen by participants as being:

1. The Exploring program operates during evening hours. The employee serving as an advisor isn't being taken away from productive work in his/her regular job in order to help youth in the career exploration process.

2. Because employees *volunteer* to serve as advisors in Exploring, there is no cost to the employer in terms of employee wages.

3. Because Exploring takes place at night, there is more opportunity for "hands on" career exploration where facilities and equipment can be made available for use during non-peak production hours.

4. The Exploring program format allows one volunteer to serve up to 30 youth. Career exploration carried out during the daytime hours often necessitates a 1:1 ratio between worker and youth.

5. The unpaid work experience portion of Exploring, if done at night outside of the regular plant production made, is less likely to result in objections from organized labor than might be the case if attempted during the regular working day.

Seminar participants from the Exploring Program urged educators to consider these practical advantages of their approach. They emphasized that they were not contending that this approach would be better than career exploration/work experience carried out during the regular daytime production hours. They were quite willing to admit that the daytime, regular production hour approach was theoretically better and urged schools to continue their efforts to use this approach. In asking for consideration of the Exploring Program approach, they emphasized they were talking about a *supplement to,* not a *substitute for,* the regular daytime approach. Their major point was that, if this supplement is used, chances of meeting the goal of providing career exploration/work experience opportunities for all junior/senior high school students will be increased.

As was true with seminar members representing the Girl Scouts, those seminar members representing the Exploring Program emphasized strongly both their ability and their willingness to assist educators in managing and using community volunteers. Their long experience in finding, training, and especially in providing continuing motivation to community volunteers represents a source of expertise to education systems that is sorely needed at the present time.

Concluding Remarks

Both the Girl Scouts of the U.S.A. and the Exploring Program of the Boy Scouts of America are dependent, to a great extent, on the quality of the Education system and the active support of educators for attainment of their long run goals. After all, the Education system influences youth a minimum of 6 hours per day for 180 days per year whereas these organizations Boy and Girl Scouting can reach them only about two hours per week. Without a positive emphasis in the Education system aimed at helping each youth

decide for himself/herself on a desirable total lifestyle–including a career life–the goals of the Boy and Girl Scout organizations cannot be fully met. Career education represents an effort aimed at fostering the kinds of changes in Education that should make this more possible.

Both Exploring and Girl Scouts of the U.S.A. hold high potential for helping youth deal with values questions in an informal way. These include values related to self-worth, to interacting with other persons from various subcultures, and values with respect to contributions each citizen can make to society. In both Boy and Girl Scouting, work values are viewed as part of a larger system of personal values the individual is seeking to develop. This, too, is entirely consistent with the career education concept as that concept is being applied in American Education.

One of the nine basic learner outcomes for career education found in the USOE policy paper, A PRIMER FOR CAREER EDUCATION, is "helping youth make productive use of leisure time." That learner outcome will surely be better attained if educators involved in career education make every possible attempt to work collaboratively with both the Girl Scouts of the U.S.A. and the Boy Scouts of America in their career education efforts. The effective delivery of career education as a community-wide collaborative effort to help youth better prepare themselves for work–paid and unpaid–in today's society will surely be enhanced if this occurs. Boy and Girl Scouting *are* an important element in the effective delivery of career education.

APPENDIX A

Ms. Nancy Bennett
Texas Girl Scout Council, Inc.
4411 Skillman
Dallas, Texas 75206

Mrs. Cecilia Cordiero
Director of Programs
Girl Scout Council of Bergen County
Bergen Mall
Paramus, New Jersey 07562

Mrs. Rose Duffy
Executive Director
Appleseed Ridge Girl Scout Council, Inc.
616 South Collette
Lima, Ohio 45802

Ms. Nanette Enlowe
Director of Program Services
Northwest Georgia Girl Scout Council, Inc.
Community Services Building - 5th Floor
100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303

Mr. Bruce Fern
Greater New York Council, BSA
345 Hudson Street
New York, New York 10014

Mr. Carlos del Hierro
Exploring Director
San Houston Area Council, BSA
Houston, Texas 77002

Mr. Gregory Holt
Exploring Director
Columbia Pacific Council of BSA
2145 S.W. Front Avenue
Portland, Oregon 97201

Mr. James Leslie
Exploring Director
Union Council, BSA
60 Prince Street
Elizabeth, New Jersey 07208

Ms. Ruth Olsen
Program Committee Chairperson
Girl Scouts of Milwaukee Area, Inc.
2500 North Mayfair Road
Post Office Box 26395
Milwaukee, Wisconsin 53226

Ms. Sonia Snyder
Director of Membership Services
Girl Scout Council of the Nation's Capital
2133 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Mr. Ron Walker
Director of Field Service
Montana Council, BSA
315 East Main
Billings, Montana 59101

Ms. Mary Williamson
Girl Scouts of Greater Philadelphia, Inc.
1411 Walnut Street
Philadelphia, Pennsylvania 19102

Appendix B

Issues Raised by Participants

1. How can we get educators to see us as "education" rather than "recreation?"
2. How can top policymakers in education be encouraged to support our efforts?
3. How can we get school systems to take us seriously?
4. How can our efforts be expanded to provide services for *all* children?
5. How can Scouting professionals best deal with diverse school districts, each of which operates under different policies?
6. How can we contribute best toward reduction of sex stereotyping?
7. How and what should we communicate to educators about our programs?
8. How can we make arrangements for academic credit for our efforts?
9. What should be our relationships with career education, as opposed to *all* of education?
10. How can we have national policies when both local Scouting councils and local school districts have greater autonomy?
11. How can our career education efforts be made a sustaining thing?
12. How will career education increase Scouting membership? Or will it?

GPO 932-945